DOCUMENT RESUME

ED 340 438 JC 920 051

TITLE	The Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM): Abstract.
INSTITUTION	North Carolina State Univ., Raleigh. Academy for Community Coll. Leadership Advancement, Innovation, and Modeling.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.
PUB DATE	Jan 92
NOTE	9p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	College Role; College School Cooperation; *Community Colleges; *Community Programs; Doctoral Degrees; Higher Education; *Leadership Training; *Management Development; *Postsecondary Education as a Field of Study; Professional Continuing Education; Program Descriptions; Program Implementation; Regional Programs; *School Community Relationship; Two Year Colleges

ABSTRACT

The Academy for Community College Leadership, Innovation, and Modeling (ACCLAIM) is a 3-year pilot project funded by the W. K. Kellogg Foundation, North Carolina State University (NCSU), and the community college systems of Maryland, Virginia, South Carolina, and North Carolina. ACCLAIM's purpose is to help the region's community colleges assume a leadership role in community-based programming and in effecting collaboration among community leaders and organizations to identify and seek solutions to critical concerns. The program has four main components: (1) a continuing education program for community college presidents, administrators, faculty, governance officials, and other community leaders; (2) a doctoral degree program in community college leadership; (3) the development and dissemination of program materials, guides, and aids focusing on strategic planning, environmental scanning, mapping of community college publics, community leader identification and involvement, networking, needs assessment, coalition formation, community development, and evaluation; and (4) collaborative university program enrichment. Evaluation data will be systematically collected and analyzed throughout the pilot program. Three advisory groups will advise and guide the project staff in its management of the pilot project: the intra-university steering committee; the regional community college leadership development advisory board; and the executive committee of the advisory board. (Author/JMC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED340438

ACCLAIM

The Academy for Community College Leadership Advancement, Innovation & Modeling

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. J. Boone

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ABSTRACT
ACADEMY FOR COMMUNITY COLLEGE LEADERSHIP ADVANCEMENT, INNOVATION, AND MODELING (ACCLAIM)

North Carolina State University
January, 1992

JC920051

BEST COPY AVAILABLE

The Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM), is focused on the four-state Region that includes Maryland, Virginia, South Carolina, and North Carolina. This three-year Community College leadership development pilot project is funded by the W. K. Kellogg Foundation, North Carolina State University (NCSU), and the community college system of each of the four states in the Region. The Program is an integral part of the Department of Adult and Community College Education (ACCE) at NCSU. The Program's purpose is to demonstrate how to reposition the 114 community colleges in the Region through modifying and expanding their mission to assume a leadership role in community-based programming. This expanded role will include performing as activists and catalysts in effecting collaboration among the people and their leaders, and community-based organizations within their respective service areas (i.e., communities) to identify and seek solutions to current and emerging issues of critical concern. ACCLAIM will offer continuing education, graduate education, and technical assistance for community college CEOs, their administrative staffs and faculties, community college governance officials, and relevant community leaders in further developing and strengthening the community-based programming thrust of their respective institutions.

ACCLAIM's goal is to produce the following outcomes:

1. The identification and resolution or partial resolution of major issues that are of critical concern to persons residing in each of the service areas.

2. A synergy that transcends the total community through a spirit of cooperation, teamwork, resolve, and optimism among the leaders, citizens,and community-based organizations.

3. A community expectation for working together and developing a broad-based community system for dealing with issues and problems of wide public concern.

4. The emergence of new and further development of current leaders who are representative of all persons in the service areas.

5. A modified and expanded mission and leadership role for the community colleges in the Region, with emphasis on community-based programming.

6. Development of a pool of well-qualified, community-oriented, and committed professional leaders and administrators who are representative of all the people served by the community college.

7. Packaging and nationwide dissemination of proven, validated, and documented processes and techniques for empowering community colleges to become community leaders and catalysts in their service areas.

8. Explication of a community-based programming model for cooperation among state-supported community colleges, their communities, and state-supported universities that will attain national recognition and be adopted by community colleges and significant other systems throughout the U.S.

The four state Region provides an ideal setting for piloting ACCLAIM. Each of the four state community college systems has strategically located community colleges within commuting distance of rural and urban populations. Community colleges in the four states reflect a common philosophy of "total education." Governance of these state community college systems is provided by state-level boards. Community colleges in Maryland, North Carolina, and South Carolina are governed by local boards of trustees, while Virginia utilizes local advisory boards.

DESCRIPTION OF THE PROGRAM COMPONENTS

Continuing Education Program for Community College CEOs, Their Administrative Staffs and Faculty Members, Community College Governance Officials, and Significant Other Community Leaders

This Program component has two major objectives: to (1) demonstrate, through the use of two pilot community colleges in each of the four states, the actual application of relevant concepts and processes that will enable these selected institutions to become community-based in their programmatic orientation; and (2) help community college administrators and their faculties, community college governance officials, and the community leaders associated with the 114 community colleges acquire an understanding of and become skilled in implementing community-based programming as a major function of their respective community colleges.

The first objective will be achieved through helping the two community colleges in each of the four states to pilot and demonstrate application of the community-based programming concept.

The eight community colleges are:

- Charles County Community College (MD.)
- Florence-Darlington Technical College (S.C.)
- Guilford Technical Community College (N.C.)
- James Sprunt Community College (N.C.)
- New Community College of Baltimore (MD.)
- Southside Virginia Community College (VA.)
- Technical College of the Lowcountry (S.C.)
- Thomas Nelson Community College (VA.).

These Community Colleges will be targeted for intensive coaching and educational and technical assistance by the ACCLAIM staff, significant others who are associated with the respective state community college system, and leaders of government agencies and higher education institutions who have interest in and concern for the community. Three annual institutes of approximately 15 days each in duration will be collaboratively planned and conducted in each state to train the

administrators, faculty, governance officials, and other key community leaders associated with the pilot institutions in community-based programming. The content, schedules and format for these institutes will be determined collaboratively by the ACCLAIM staff, staffs of the pilot institutions, and officials from each of the state community college systems.

Community college administrators and staff, along with community college governance officials in each of the eight pilot institutions, will enlist community leaders and representatives of other community-based agencies and institutions in establishing the mechanisms for identifying issues that are of critical concern to people in the service area. These issues will become the basis for study, analysis, and mapping of the publics affected by them. Through this analysis, the publics to be targeted, along with other individuals and leaders of other agencies and organizations judged to have a stake in the respective issue and its resolution, will be identified. A concerted effort will be made to identify and engage leaders of these target publics as well as those of other stakeholder organizations and agencies in intensive dialogue about the issue and its resolution. The goal will be to have these leaders reach consensus on the issue; plan for its resolution; and commit to an agreed-upon plan of action.

It is expected that numerous community coalitions will evolve in response to the issues, and that intensive networking among the involved individuals and organizations will occur as they develop and implement plans to resolve these issues. These actions will be carefully monitored throughout the process, both to document the experience and to make adjustments as needed.

The eight pilots will form laboratories in which to demonstrate the utility of community-based programming as a viable means for building a sense of community, self-reliance, and resolve among community leaders as they marshal resources to attack and resolve community issues. In addition to being used to demonstrate the actual practical application of community-based programming, the eight pilots also will serve as learning laboratories for the Graduate Fellows, community college professionals, trustees, and community leaders who participate in the continuing education programs of ACCLAIM.

The Fellows will serve internships in the eight pilot institutions. Further, the experiences gleaned from the pilots will be drawn upon in making decisions with regard to the interdisciplinary graduate curriculum. The content and formats of ACCLAIM continuing education component will be impacted by these experiences. Lastly, the eight pilots will serve to demonstrate to the nation the feasibility of community-based programming as a crucial function of the community college.

To summarize, the focus of the eight pilots' community-based programming efforts will be to (1) learn what is possible in creating a documented, systematic approach to community-based programming; (2) learn how the community can be empowered to assume greater responsibility for its well-being; and (3) prepare community college personnel to take a leadership role in the evolution and repositioning of community colleges, to become a central force in enabling each community to reach its potential.

The second objective will be achieved through a planned continuing education program during the three-year project. The audience to be targeted through this program will include community college CEOs, their administrative staffs and faculty members in each of the Region's

community colleges, governance officials (i.e., trustees and members of advisory committees) who are associated with the Region's community colleges, and significant other community college stakeholders (i.e., elected officials and community leaders) in the service areas of each of the 114 community colleges. This program will be delivered through four principal instructional modes: (1) workshops, (2) emerging issues forums via telecommunications, (3) technical consultative assistance and coaching to be provided by ACCLAIM's professorial staff, and (4) print materials. Although the focus of the continuing education program will be on community-based programming, the officials of each state system will have a major role in assuring that its content and format are tailored to the needs, culture, and organization of their community colleges. The content of the continuing professional education program will be concentrated on such concepts as issues programming, cognitive mapping, community leadership, situational analysis, comparative advantage, collaborative programming, coalition building, networking, marketing, evaluation of and accountability for community-based programs, and the process skills needed to implement them.

A Graduate Degree Program in Community College Leadership

ACCLAIM's doctoral-degree program will differ markedly from traditional community college leadership programs in that its focus will be on preparing community college leaders who are deeply grounded in, understand, and are totally committed to community-based programming as a central and essential function of the community college. The program content will be drawn from those disciplines and professional fields that contribute to community-based programming. In addition to those competencies needed to manage and maintain viable campus-based programs, the degree program will focus on helping participants acquire the following competencies that will be needed by CEOs and other administrators at institutions committed to community-based programming:

1. *An in-depth understanding of the social, economic, and political environment of the service area within which the community college functions, and the ability to identify current trends and their implications for the future*. Participants should know how to, and should commit to, continuous scanning, studying, and analyzing of the surrounding environment to identify and stay abreast of issues of broad public concern that community colleges can address.

2. *Understand the strategic role that the community college, in collaboration with significant other systems, can perform in empowering people within their service areas*. Participants should be highly articulate, persuasive, and effective in communicating with their colleagues in these "other" systems, and in getting those colleagues committed to and involved in dealing with community issues of broad public concern. And, most important, they should know how to secure the support of county, state, and national government groups and the private sector in programming activities.

3. *Acquire the knowledge and process skills needed to (a) marshal and organize the human resources of the community college and signifi-*

cant other local agencies; (b) focus their efforts, as a team, in identifying and analyzing local issues; and (c) plan and implement educational programs to tackle both immediate and long-term issues. Participants should provide positive and skillful leadership in the identification and analysis processes, and in designing and implementing educational programs that are aimed at empowering defined publics in recognizing and solving those issues. This teamwork effort should include the promotion and facilitation of networking, linkage, and collaboration with other public and private agencies, businesses, and institutions whose missions and learning resources complement those of the community college. Most important in this effort is the development of skills in marketing the program.

4 *How to identify and define the publics that can and should be served by their community college.* Participants should know how to identify and interact with both the formal and informal leaders and spokespersons of those defined publics, as well as with representatives of significant other agencies, organizations, and groups, to define the issues which affect them.

5. *Acquire the knowledge and skills needed to obtain consensus among colleagues to create an interdisciplinary team to program and implement educational activities designed to resolve issues.* Participants should know how to provide leadership and delegate responsibility in effective interdisciplinary team efforts, and how to develop and implement an acceptable and effective system to reward employees for their contributions to community-based programs.

ACCLAIM will award 10-12 Graduate Fellowships valued at $15,000 per academic year. A guided residency, as an intern in one of the eight pilot community colleges, will be a major part of their graduate program. The Fellows will observe and/or participate in all programmatic activities of the Program. Fellows will be nominated by community college presidents in the four states. Candidates must then be recommended by the CEOs of their state system, and must meet the admissions criteria of NCSU's Department of Adult and Community College Education and Graduate School. Two-thirds of these fellowships will be awarded to women and minorities.

The Development and Dissemination of Programming Materials and Products

Programming support materials will be pilot-tested, validated, and disseminated among community college personnel in the four-state Region. Basic program materials, guides, and aids will be developed in strategic planning, environmental scanning, mapping of community college publics, community leader identification and involvement, networking, needs assessments, coalition formation, community development, and evaluation. Management aids and tools also will be developed in areas such as public relations, resource development, personnel management, performance evaluation, and institutional effectiveness.

In addition to publishing articles and disseminating information about the Project through newsletters, journals, and electronic mail, with funds permitting, four regional Train-the-Trainer workshops will be conducted, at which all tested materials, guides, and aids will be disseminated to participants. The workshops also will serve as showcases for documented evidence of successful community-based programs in the Upper South Region.

Collaborative Program Enrichment For Community College Education Programs at Colleges and Universities in the Region

ACCLAIM will promote and nurture cooperation and linkage among universities in serving the continuing professional education needs of the community college professoriate in each of the four states. Annual meetings of faculty representatives who have responsibility for community college education at universities and colleges in the Region will be held to (1) exchange information; (2) rigorously analyze course offerings and curriculums, learning projects, and other programmatic activities; and (3) explore and formulate recommendations for strengthening their graduate programs and/or courses in community college education.

EVALUATION OF THE PROJECT

Evaluation data and evidence will be systematically collected and analyzed throughout the pilot program. Quantitative and qualitative research evaluation designs will be used to amass the evidence and will include on-site systematic observations, field surveys, interviews, and pre-posttests of program activities. Further, an evaluation will be conducted by evaluation experts external to the Upper South Region. Data and evidence generated will be shared with chief executives of state community college systems; CEOs of community colleges, and colleges of education throughout the nation; the American Association for Community and Junior Colleges; and significant other community college stakeholders, upon request.

GOVERNANCE OF THE PROJECT

Three advisory groups will advise with and guide the Project staff in its management of the pilot project. These advisory groups will be (1) the Intra-University Steering Committee, (2) the Regional Community College Leadership Development Advisory Board, and (3) the Executive Committee of the Advisory Board.

1. *The Intra-University Steering Committee* will be campus-based (NCSU) and comprised of 40 percent women and minorities. Included in this Committee's membership will be NCSU's Provost; the Vice-Chancellor for Research and Extension; the deans of the Colleges of Education and Psychology, Agriculture and Life Sciences, and Humanities and Social Sciences; the Dean of the Graduate School; the Head of the Department of ACCE, the Director of ACCLAIM; and faculty representatives from other NCSU academic departments whose content is relevant to the project. This important NCSU internal committee will have as its principal functions those of (1) encouraging intra-university support, (2) acting as a strong advocate of

ACCLAIM, and (3) ensuring conformity with NCSU policies. The Steering Committee will meet quarterly.

2. *The Regional Community College Leadership Development Advisory Board* will have 40 members who represent the four state community college systems in the Region, NCSU, and the W. K. Kellogg Foundation. Fifty percent of the Board members will be women and minorities. Each of the four state community college systems will have seven members and its CEO on the Board. A representative of the W. K. Kellogg Foundation also will serve on the Board. Rounding out the membership will be the Dean of NCSU's College of Education and Psychology, the Head of the Department of ACCE, and the Director of ACCLAIM, who will serve as its chair. The primary functions of the Board will be to (1) keep the ACCLAIM staff advised on major developments in the Region; (2) review, evaluate, and give feedback on ACCLAIM to the ACCLAIM staff; and (3) advise on problems and issues. The Advisory Board will meet annually to (1) consider policy, (2) review progress and plans, and (3) inform the ACCLAIM staff and significant others of current and impending developments in their field of expertise.

3. *The Executive Committee of the Advisory Board* will include eight members, 50 percent of whom will be women and minorities. Meeting quarterly, its functions will be to (1) respond quickly to problems and concerns of the ACCLAIM staff in their efforts to implement the programs of ACCLAIM, (2) set agendas for Advisory Board meetings, and (3) advise and assist in the ongoing evaluation of ACCLAIM. The Director of ACCLAIM will chair the Executive Committee.

ERIC Clearinghouse for
Junior Colleges
FEB 21 1992